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IDENTIFIERS	Illinois (South)

ABSTRACT

The project described in this report was designed to provide a delivery system serving single parents/homemakers by developing a strong network among the area's social service providers and project collaborators that could be sustained following termination of project funding (June 30, 1987). During the first phase of the project, plans were made for a delivery system involving Southern Illinois University School of Technical Careers, Carbondale; Southern Seven Health Department--Parents Too Soon Programs; Illinois Caucus on Teenage Pregnancy; and the Regional Superintendent of Schools to serve the southern five counties of Illinois (Alexander, Johnson, Massac, Pulaski, and Union). The program was field tested during the second phase, which is described in this document. The 22 participants recruited during the first phase of the project received assistance with training programs, supportive services for tuition, transportation, child care, counseling, and networking as needed. The participants ranged from 18-38 years of age, although only 4 teenage parents were enrolled. The participants often lacked parenting skills and self-confidence and needed a great deal of help in defining career goals, registering for training programs, and attending the programs. They also needed help in budgeting and nutrition. The year's field test, as described in 22 case histories, showed that about half of the participants persisted in their training programs and were on the way to becoming self-supporting. Others had dropped out because of personal problems or lack of motivation. The project staff recommended that such collaborative supportive services be continued to help single parents/displaced homemakers cope with the bureaucracy and receive training and supportive services. (KC)

ED283992

PHASE II

A RURAL PLANNING DELIVERY SYSTEM PROVIDING MARKETABLE SKILLS/ SUPPORTIVE SERVICES FOR SINGLE PARENTS/HOMEMAKERS

(Field Test Year)

Funded By

Research and Development Section
Department of Adult, Vocational and Technical Education
Illinois State Board of Education
Springfield, Illinois 62777

Administered By

Jerry G. Johnson
Regional Superintendent of Schools
Alexander/Johnson/Massac/Pulaski/Union Counties
1000 North Main Street
Anna, Illinois 62906

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Southern Seven Health Department - Parents Too Soon
Illinois Caucus of Teenage Pregnancy
Southern Illinois University - School of Technical Careers

June 30, 1987

CE047690

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PROPOSAL ABSTRACT

TITLE: Phase II - Rural Planning Delivery System Providing Marketable Skills/Supportive Services to Single Parents/Homemakers

PRINCIPAL INVESTIGATOR(S): Grace Duff Ph.D. with Representatives of Participating Providers (Ill. Caucus on Teenage Pregnancy, M. Bunny Shupe, RN, MS; Parents-Too-Soon, Sharon Eisenstein, BSW, and Southern Ill. University-School of Technical Careers, Arch Lugenbeel, Ph.D.)

INSTITUTION: Regional Superintendent of Schools (Alexander/Johnson/Massac/Pulaski/Union Counties)

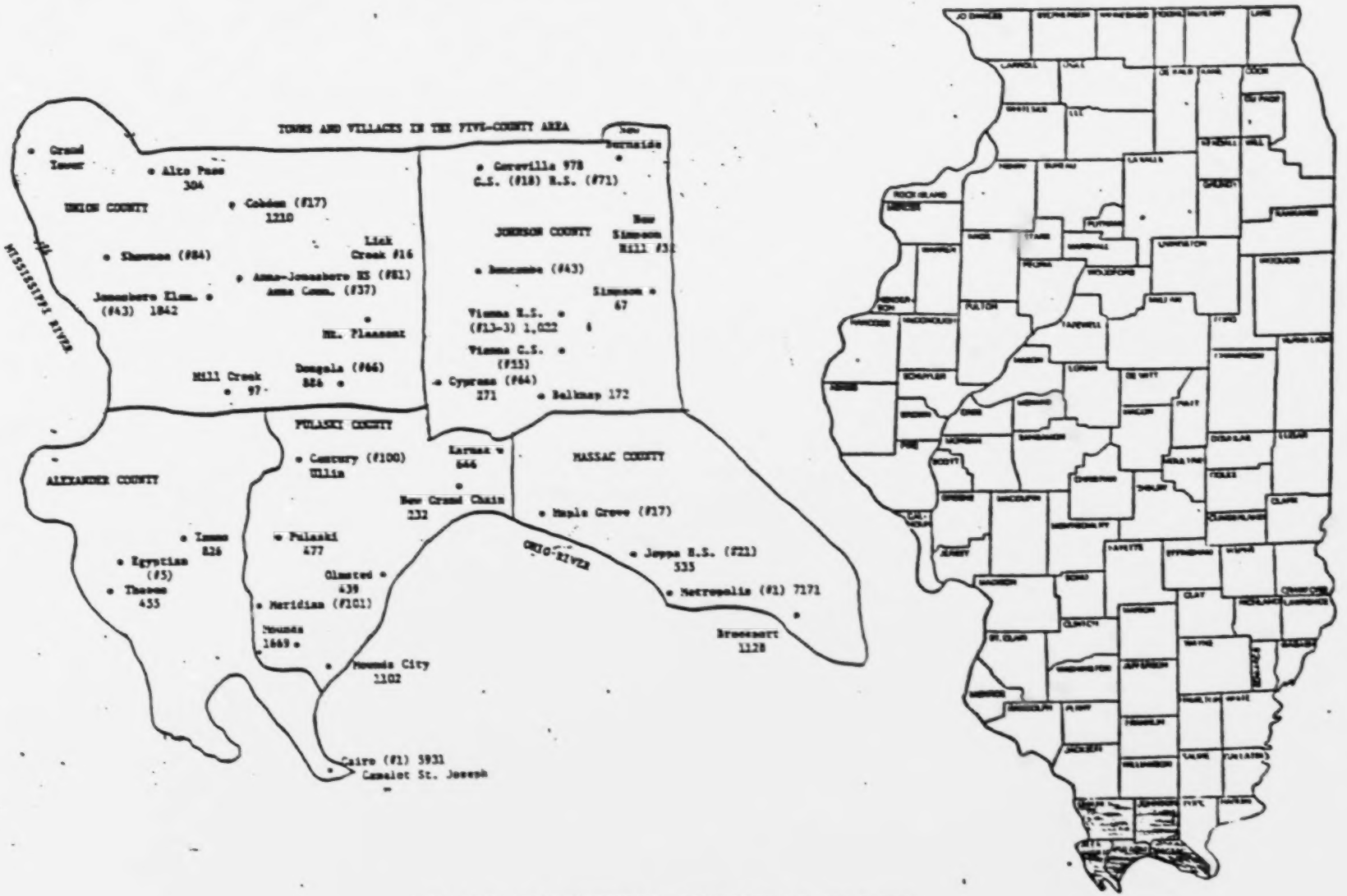
LOCATION: Regional Superintendent of Schools Project Office, 1000 North Main - Barnes Hall, Anna, Ill. 62906

OBJECTIVE: To field test the Rural Planning Delivery System to Provide Marketable Skills/Services to Single Parents/Homemakers as developed in FY86 for the Southern Five Counties of Illinois.

PROCEDURES: 1) Maintain close contact with FY86 identified single parent participants to assure their smooth transition/progress/completion of selected training programs during FY87; 2) Collaborate with New Opportunities Project (Carbondale) to place/transfer appropriate single parents to receive available services; 3) Identify and utilize other financial resources (Pell Grants, etc.) for eligible participants; 4) Continue to seek support from the area's social services agencies making participant referrals in FY86; 5) Maintain liaison with identified colleges/universities/vocational systems to assure eligibilty/admission/progress/completion of participants in selected training programs; 6) Provide supportive services to FY86 selected single parents within the project area; 7) Identify and provide specialized support services to participants as needed throughout the training program year; 8) Maintain a representation of and service teenage single parents (PTS) in the FY87 programs/ services; 9) Monitor participants' progress toward completion of their Single Parent Employment Training Plan developed in FY86; 10) Re-activate and continue the involvement of the FY86 Advisory Council in project activities; 11) Collaborate with the area's Education for Employment System to continue project service in FY88; and 12) Maintain liaison and provide periodic reports to SBE/DAVTE Contract Administrator as requested.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION: This project promotes the federally funded initiatives to assure quality vocational education assistance for single parents/ homemakers provding specific support services that will assist this underserved population in gaining marketable skills. Historically, lack of child care, transportation and tuition costs have been major obstacles for women attempting to acquire more education/training and gain marketable skills. These barriers contribute to keep this population in low paying jobs with little chance of an adequate salary or advancement to support themselves and their children. The project will alleviate these barriers for participants enrolled in the project. In addition, this planning model can be adopted/adapted to more adequately serve this target group (single parents/homemakers) in other rural areas of Illlinois

PRODUCT(S) TO BE DELIVERED (Indicate type of product, quantity, recipients and date of delivery): Interim and final reports as determined by Contract Administrator, State Board of Education, Dept. of Adult, Vocational and Technical Education, Springfield.



THE FIVE SOUTHERNMOST COUNTIES OF ILLINOIS

SERVICE AREA DEMOGRAPHICS

The southernmost five counties (Alexander-Johnson-Massac-Pulaski-Union) of Illinois comprise the southernmost tip of the State of Illinois with the Ohio and Mississippi Rivers forming borders between Kentucky and Missouri respectively. (See Service Area Diagram and Map.)

The counties are largely rural with a population of approximately 63,000 persons. There are no cities or towns over 8,000 in population. Seventy-five percent (75%) of the population and 74% of the housing are considered to be rural with only three towns having populations in excess of 2,000. These towns are Cairo, (Alexander County), Metropolis (Massac County), and Anna (Union County).

Inherent to the rural nature of the area are the expected problems of high unemployment, high poverty rate, and lack of accessible quality medical services. Due to the above factors, the area experiences above average rates of infant morality, low birthweight and teenage pregnancy.

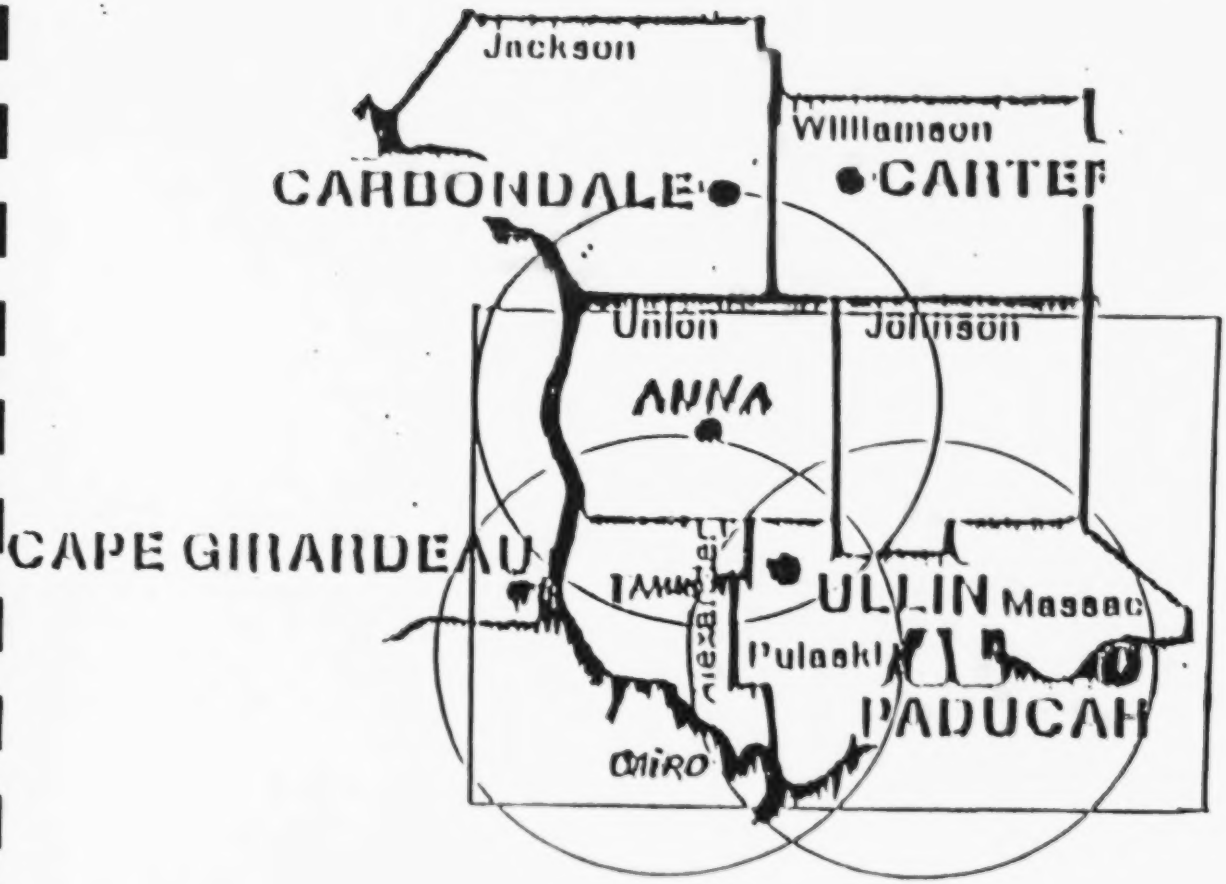
The southernmost five counties are extremely poor with approximately 19% of the population living below the current poverty level. In Alexander and Pulaski Counties, that rate is 26.2% and 30% respectively. In Union County, where the 14% figure is the best for the five counties, rates still fall 30% above those of the State as a whole.

Given the socioeconomic status of the area it is not surprising to find high unemployment with corresponding high public aid dependency rates.

The Project was conceptually designed to provide a delivery system servicing single parents/homemakers by developing and sustaining a strong network between/among the area's social service providers and project collaborators which could be sustained following termination of project funding - June 30,1987.

Project Service Area

Education Institutions within 20 miles of Anna/TAMMS



Ledgend

Circle = (20 mile radius of Anna, Tammis) Educational Institutions

Square = Job search/Job placement Service Area

TITLE

A RURAL PLANNING DELIVERY SYSTEM TO PROVIDE MARKETABLE SKILLS/SUPPORTIVE SERVICES FOR SINGLE PARENTS/HOMEMAKERS

Funding Source

Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, Springfield, Illinois - Cynthia Zumwalt, Contract Administrator

Administrative Agent

Jerry G. Johnson
Regional Superintendent of Schools
Alexander-Johnson-Massac-Pulaski-Union Counties
1000 N. Main Street
Anna, Illinois 62906

Grace Duff, Ph.D., Project Director

Collaborative Agencies and their Representatives

1) Southern Illinois University School of Technical Careers, Carbondale - Arch Lugenbeel, Ph.D., Coordinator for Allied Health Occupations.

2) Southern Seven Health Department - Parents Too Soon Programs (PTS) - Myra Wood-Bennett, BSW, Program Director, FY86 and Sharon Eisenstein, BSW, Program Director, FY87

3) Illinois Caucus on Teenage Pregnancy, Carbondale Office - M. Bunny Shupe, RN, MS, School Project Director, ICTP

4) Regional Superintendent of Schools (Alexander/Johnson/Massac/Pulaski/Union Counties) Grace Duff, Ph.D., Project Director

Service Area

Southern Five Counties of Illinois (Alexander/Johnson/Massac/Pulaski/Union Counties

Project Overview

This Rural Planning Delivery System to Provide Marketable Skills/Supportive Services for Single Parents/Homemakers, including the teenage parent, was conceived and developed as a two-phase viable system to train and move a representative group (16-20 single parents/homemakers) into employment in occupations paying more than minimum wage utilizing the resources and provisions of the Carl D. Perkins Vocational Education Act in cohort with all other related agencies' resources in the 5-county region.

The collaborators have attempted to identify and utilize the regional resources existant to the area to supplement

state resources available through the Federal Act. Such a collaborative system of working relationships and network of support services can extend the area's limited resources, avoid duplication of efforts, and thus more effectively serve this special population.

Impact of Project on Vocational Education

The primary impact of this project is to elevate the selected 16-20 single parent participants following completion of the training programs into occupations paying more than minimum wages; thus removing this targeted group from welfare rolls. According to USA Today (July 2, 1986) the more educated the mother is the more likely she is to return to work within a year of having a baby. Percentages for new mothers in the work force:

Less than high school	30.6%
High School Graduate	50.1%
College Graduate	60.6%

These statistics emphasize the importance of education and training for single parents/homemakers and especially for teenage parents.

This project will specify the various barriers to employment that need to be addressed by each single parent/homemaker served by the program. The resources of the four collaborating agencies plus existing education for employment systems will be utilized to maximize efforts to provide, subsidize, reimburse or pay for education for employment programs, including basic literacy instruction, necessary educational materials and career assessments, etc. that will furnish single parents/homemakers with marketable skills and make such programs more accessible to the targeted population by assisting them with child care, transportation services, counseling, family life education, job preparation and survival skills and related services.

This total effort will greatly impact the targeted population in acquiring marketable job skills to enhance employability and productivity in the workplace. The model will be useful for dissemination to other rural areas of Illinois.

Phase I (FY86)

Building the regional resources, assessment, selection, orientation to training opportunities, identification of needed support services and networking for 16-20 Single Parent Participants for field testing in FY87.

Funded Period - January 2, 1986 through June 30, 1986

The Project's Phase I FY86 Report covering the funded period of January 2 through June 30, 1986 was submitted to the State Board of Education in July, 1986. Twelve copies were provided the Grantor.

Inclusion in ERIC - Voc. Educ. Dissemination Network

Phase I Project Report was subsequently submitted to the ERIC Clearinghouse for Vocational Education, National Center for Vocational Education, Ohio State University, for possible inclusion in the ERIC Network national dissemination of exemplary vocational education research and development projects.

Notification was received that the Phase I Project Report had been selected for inclusion in the ERIC system and that an abstract would appear in the January, 1987 issue of Resources in Education.

The ERIC Number for Phase I Report is ED272-707.

Due to the fact that Phase I Project Report covers the tasks of developing the Rural Planning Delivery System, it is recommended that the reader peruse Phase I to acquire the understandings leading to Phase II - Field Testing of the Delivery System.

PHASE II

Field Testing the Regional Delivery System (Providing Training Programs/Supportive Services of Tuition/Transportation/Child Care/Counseling/Networking developed in FY86 for Selected 22 Single Parent Participants (FY87).

FY87 PROJECT OBJECTIVE

To field test the Rural Planning Delivery System to Provide Marketable Skills/Services to Single Parents/Homemakers as developed in FY86 for the southern five counties of Illinois.

PROCEDURES/ACTIVITIES	EVALUATION	TIMELINE
1. Maintain close contact with the 22 participants identified in FY86 to assure smooth transition into participants' selected training programs (FY87). and progress thereafter.	1. Each participant will be contacted at least monthly and more often as needed during FY87.	1. July 1, 1986 to June, 1987
1.1 Telephone/ visit each participant during July-August and conduct at least 1 group session for all participants.	1.1 Document telephone contacts and on-site visits in chart form. Maintain agenda, participant list and minutes of meeting.	1.1 July-August and on-going
1.2 Assist each participant in completing admission/financial assistance /enrollment forms to selected colleges/universities/ vocational system.	1.2 Document assistance provided and progress observed.	1.2 July-August and on-going
1.3 Follow-up to determine actual attendance and progress of each participant in his/her selected training program.	1.3 Maintain files on follow-up efforts and evidence of progress. Criteria for progress will be developed and implemented.	1.3 On-going
2. Collaborate with New Opportunities (Displaced Homemaker) Project-Carbondale-to place/transfer	2. Meet periodically with New Opportunities Staff and maintain file on collaborative efforts.	2. July-August and as needed thereafter.

	appropriate project identified single parents to New Opportunities (thus extending project resources to more adequately cover the targeted group).		
3.	Identify and utilize other financial resources (PELL Grants, BEOG's, Illinois Guaranteed Loan Program, scholarships, etc.) for eligible participants.	3. Maintain file of financial resources identified and utilized by participants.	3. July-August and on-going
4.	Seek continued support from the area's social service agencies making participant referrals in FY86.	4. Maintain file on all contacts made to social service agencies and referrals make to the project.	4. On-going
5.	Maintain liaison with identified colleges/universities/vocational systems/ etc. Contact officials to assure eligibility/admission/progress of each participant in his/her selected training program.	5. Training providers will identify contact personnel. Contacts will be documented.	5. August, 1986 and on-going
	5.1 Identify/ visit/coordinate with each training provider	5.1 Document contacts and contact personnel's response relating to each	5.1 On-going

	(college/ universities/ vocational system) frequently in first quarter and periodically as needed thereafter during the project year.	participant.	
	5.2 Obtain/record progress reports on each participant from respective training providers - monthly/quarterly/as necessary.	5.2 Maintain updated progress records on each project participant.	5.2 On-going
6.	Provide supportive services (tuition, transportation, child care and other advocacy assistance) to the FY86 identified and selected single parents resident to the five southern Illinois counties.	6. Maintain log on supportive services provided to participants. Participants will sign Request for Support Service.	6. On-going
7.	Identify and provide specialized support services (educational/couseling/family/ personal counseling to participants as indicated throughout the training program year (FY87).	7. All regional specialized support services' efforts and resources will be documented.	7. On-going
	7.1 Identify specialized resources (family counseling ser-	7.1 Maintain log of identified/requested specialized	7.1 On-going

	vices, health services, public aid, Department of Child and Family Services, Jobs Training Partnership Act, Job Service, etc.)	resources and results of referrals.	
	7.2 Utilize above resources as needed.	7.2 (Same as above)	7.2 On-going
8.	Maintain and service teenage single parents (minimum of two) in the selected targeted group for FY87.	8. Document Parents-too- Soon participants, progress and special service provided.	8. On-going
9.	Monitor each participant's progress toward completing his/her Single Parent Employment Training Plan developed in FY86.	9. Each participant FY86 Training Plan will be reviewed/updated as needed.	9. On-going
	9.1 Periodic conference with each participant.	9.1 Log in each respective participant's file all conference sessions.	9.1 On-going
	9.2 Periodic conference with training providers contact person.	9.2 Log all contacts made with training providers in relation to participant's progress or lack thereof.	9.2 On-going
10.	Re-activate the FY86 Project Advisory Council to provide guidance and assistance to staff and participants.	10. Review and document membership to include all area agencies serving single parents. Maintain membership list, meeting agen-	10. July-August implementation - minimum of two meetings.

		das, recommendations and supportive efforts provided by advisory council members.	
11.	Collaborate with the area's Education for Employment System to continue project services to single parents in FY88.	11. Maintain file on collaborative efforts/recommendations with the Education for Employment system in the area.	11. Conduct quarterly conference.
12.	Maintain liaison and provide periodic reports to SBE/DAVTE as requested.	12. File reports on a timely basis as requested.	12. On-going as requested.

Project's Resources and Advisory Committee Activities in FY87

The Project's Resources and Advisory Committee created in FY86 was continued throughout FY87. (See Phase I - FY86 Report for composition of the Committee, functions and tasks performed for the Project.)

Two formal committee meetings were conducted in FY87. However, staff maintained close contact with the membership throughout FY87.

Agenda for the October 14, 1986 committee meeting:

1. Update on Project's activities during the first quarter of FY87.

2. Various agencies' reports on respective clients enrolled in Project.

3. Director's report on participants' progress and problem areas.

4. Review the FY86 Final Report to DAVTE - mailed to the membership in August.

5. Planning ahead - financial and supportive services available and being utilized by participants.

6. Other items of concern.

Agenda for the April 14, 1987 committee meeting:

1. Update on Project's activities - Project Collaborators.

2. Review receipt of announcement from SBE/DAVTE that the FY86 Phase I Report had been submitted to the ERIC Clearinghouse on Adult, Career, and Vocational Education for inclusion on the ERIC Microfiche Collection. Report was selected for inclusion and will appear in Resources in Education, January, 1987 issue.

3. Presenter - Hilda Beckman, Illinois Caucus on Teenage Pregnancy - SBE/DAVTE Teenage Single Parent Initiative Coordinator, Galesburg.

4. Discussion of Project's close-out activities and Phase II - FY87 Final Report to DAVTE.

5. Other items of concern.

The active involvement and continuing support of the Resources and Advisory Committee provided extended staff services and valuable assistance to the Project. Such a committee is a must for a regional agencies

networking project,

Area's Training and Related Resources Utilized in FY87 to Support Participants in Training Programs

Area training and related resources providing programmatic and supportive services for single parents/homemakers, including teenage parents, identified in Phase I - FY86 and utilized in the field test period (Phase II - FY87) follows:

1. Training Providers -
   a. Shawnee College
   b. SIU-C, School of Technical Careers

2. Supportive Service (financial) Providers-

   a. PELL and ISSC (Illinois State Scholarship Commission) Grants
      Tuition, fees, books

   b. Parents Too Soon, STEP-UP Projects, Southern Seven Health Department
      Tuition, fees, books; transportation; child care

   c. Project CHANCE, Illinois Department of Public Aid, Transportation; child care

   d. Shawnee Development Council, Job Training Partnership Act (JTPA)
      Tuition, fees, books; transportation; child care

   e. DAVTE Marketable Skills/Supportive Services for Single Parents/Homemakers Project
      Transportation; tuition, books, fees, special training fees

   f. New Opporunties (Displaced Homemakers Project) Carbondale
      Transportation costs

3. Technical Assistance Providers -

   a. Local County Departments of Public Aid

   b. Department of Children and Family Services - local offices

   c. Local Mental Health Associations -
      Family Counseling Services - Vienna
      Massac County Mental Health - Metropolis
      Pulaski/Alexander Mental Health - Cairo

Union County Counseling Services - Anna

d. Southern Seven Health Department -
   WIC (Women, Infants, and Children Nutrition Program)
   Well Baby and Immunization Program
   Family Counseling

e. Illinois Caucus on Teenage Pregnancy

f. Shawnee College Dislocated Workers Project

g. Five County Regional Vocational System
   Special Needs Coordinator

h. Regional Superintendent of Schools office
   Region 12 Career Guidance Center
   Adult Education Day Programs (3 sites)
   Pre-Kindergarten "At Risk" Programs (3 sites)

i. Community Health Services - Cairo

j. Rural Health, Inc. - Anna

k. Cairo Women's Shelter

l. Building Fairness Resource Center (SIU-C)

m. County Extension Services, University of Illinois
   Nutrition Education
   Budgeting and Management
   Family Life Education

One-Semester Hour Life Skills Seminar - Spring Semester, 1987 for Participants-Shawnee College

A one-semester hour credit Life Skills Seminar meeting on Monday, 3-4 PM, Spring Semester, Shawnee College, was created and conducted by Project Collaborators for participants attending Shawnee College.

This weekly course not only provided life skills instruction but allowed Project Collaborators to maintain closer contact with participants as problems and concerns developed. Group discussion identified possible options/solutions. Participants appeared to develop the resolve and committment that they could cope and complete their semester courses.

Assistance was provided in commpleting Financial Aids Applications for FY88 for those participants enrolled in training programs of two-year duration. Thus, the tedious tasks of submitting applications for this major source of financial assistance were completed and mailed early.

The underlying purpose of the Seminar was to encourage

participants to: 1) learn more about their own needs and interests; 2) master basic knowledge about finding a job; 3) become familiar with the world of work; 4) manage home and job responsibilities; and 5) deal with changes in their roles as both parents and workers.

A topical outline for the one-semester hour credit seminar follows:

SESSION 1. Purpose and ground rules of class. Format. Buddy system. Learning activity: "brainstorm" list of attractive jobs for each. Discuss salary, benefits, working conditions, skills and knowledge required. Discuss participants concerns about school/working as single parents. Have participants name past jobs each has had, either volunteer or for pay. Discuss personal qualities these jobs require.

SESSION 2. Personal planning. Setting goals. Time management. Money management.

SESSION 3. Support network. Coping Skills.

SESSION 4. Values. Non-traditionals.

SESSION 5. Decision making. Model. Practice exercise.

SESSION 6. Job search. Job openings. Job applications.

SESSION 7. Job search. Resume.

SESSION 8. Job search. Appearance.

SESSION 9. Job search. Interview.

SESSION 10. On the job. Managing home responsibilities and work.

SESSION 11. On the job. Assertiveness.

SESSION 12. On the job. Child care/parenting.

SESSION 13. Coping. Health.

RESOURCES:

McGee, Elizabeth. TRAINING FOR TRANSITION; A GUIDE FOR TRAINING YOUNG MOTHERS IN EMPLOYABILITY SKILLS.

Center For Population Options. LIFE PLANNING EDUCATION.

Control Data Corporation. EMPLOYMENT SUPPORT FOR WOMEN.

Nine participants enrolled and completed this seminar.

Job Related Information Provided the Participants

Current job-related information and new articles covering issues/concerns faced by single parents/ homemakers were provided as handouts or mailed to participants during FY87.

In the past ten years, families with female heads of households have grown in numbers ten times as quickly as two-parent families.

It is important for staff dealing with single parent families, as well as single parents themselves, to be aware of some of the differences between, as well as the similarities among, families that have acquired single parent status through different routes. Different circumstances leading to single-parent status often create different needs and issues for both children and their parents.

Number of Participant Contacts Provided by Project Staff in FY87

Maintaining communications with single parent/homemaker participants to secure/provide financial/supportive/technical services were major thrusts of project activities during Phase II. Project staff made a total of 420 participant contacts during the 1986-87 year. The importance of continuous contacts and problem solving sessions, before the problem becomes severe, were principal elements in servicing the targeted group. Despite strong communication efforts, several participants who did not reveal problems/ issues dropped from training. Financial problems arose in all cases; however, the financial problems did not relate to their training and supportive services other than the lapse of time involved in the actual receipt of reimbursement.

Adequate (actual) financial resources were located and made available to all participants. Tuition, fees, books, transportation, child care, and special training fees were covered.

Participants Nos. 07, 08, 09, 10, 11, and 18 did not register for training programs in FY87.

Participants Nos. 01, 04, 05, 06, and 17 dropped during or at the close of the first semester.

The remaining participants (total of 11) completed one year (two semesters) of training in their selected fields.

The number of contacts per participant follows:

ID#	Total contacts	ID#	Total contacts
01	25	12	20
02	21	13	23
03	30	14	21
04	18	15	20
05	15	16	37
06	17	17	17
07	04	18	10
08	05	19	20
09	08	20	15
10	06	21	29
11	13	22	36

Area Agencies' Networking Efforts

Area agency contacts documented during the fiscal year of 1987 totaled 211.

Agency contacts were as follows:

Agency	No. of Contacts
Shawnee College personnel	56
Local Dep'ts of Public Aid	20
New Opportunites (Displaced Homemaker Project)	9
Parents-Too-Soon, STEP-UP	24
Il. Caucus on Teenage Pregnancy	35
Project CHANCE	26
JTPA	9
SIU-C & E	11
Dep'ts of Children/Family Services Local Offices	12
Mental Health Associations	9
Total	211

ALL NAMES HAVE BEEN CHANGED TO PROTECT THE IDENTITIES OF THE STUDY'S SUBJECTS.

ID# 01 - KATE

Kate was a 19 year old white single teen parent with a one year old son. Having been sexually abused by a family member, she admitted herself to a state group home receiving mental health services some six miles from her home. Her high school counselor had provided guidance services and referred her to the project. She graduated with her class in May, 1986. Her mental health counselor transported her to/from the May, 1986 Seminar held at Shawnee College. Her ACT college bound percentiles were 45 in English, 75 in math, 63 in social science, 78 in natural science with a composite percentile of 72. These percentiles indicated that Kate could do college level work if she applied herself and set college as her top priority in 1986-87. The high school had assisted in securing the PELL and ISSC grants for Kate and she had selected SIC-C as the college of her choice.

Kate listed her current work skills as library aide, office assistant, and elementary school tutor. She had no paid work experience.

During the May, 1986 Seminar, she appeared to be an intelligent young woman who was in need of mental health counseling.

During the personal interview, Kate stated that her strong points were working with people, musical talents, and the ability for writing. Her weak point was listed as a lack of confidence and self esteem.

She listed her career interests as psychology, journalism, music and the health field.

When asked, "What makes you think you can commit yourself to one full year of training?", she answered that once she set a goal - "I'm determined that I want to go to college."

It was decided that Kate should stay on campus at SIU-C with her mother keeping her infant son. In addition, she was transferred to the mental health services agency serving the SIU-C area.

Since her college tuition, fees, and books were covered, she had no transportation and child care needs. The Project supplied educational counseling and referral services for Kate.

Following enrollment at SIU-C, it became difficult for Project staff to stay in touch with Kate. She was never available by telephone or personal visit. Staff did, however, maintain contact with her mother who reported that Kate did not do well as far as grades were concerned during the Fall Semester, 1986. The mother stated that Kate had a roommate whose influence was not conducive to good study habits. However, she had a different roommate for Spring Semester, 1987 and should do better.

Her mother reported in March that - Kate dropped out of school - "just didn't apply herself" - still in Carbondale - looking for work - mother hopes Kate will return to school in September, 1987.

ID# 02 - JOHN

John was the only single parent male enrolled in the Project. He was a black 19 years old with one infant child. He did not marry the mother of his child but maintained close contact with his child's maternal grandmother.

John was a religious youth and stated that he attended church services regularly.

He graduated from high school in 1985 and had a work history of stock clerk and common laborer. During 1985-86, he had earned 11 semester hours of college credit while working at various part-time jobs. His high school transcript and previous college work indicated that he had the potential to do college level work if he applied himself and set his training goal as a priority.

John entered the Project with his career goal established - that of being a (state) police officer. He stated that he wanted to complete the two year law enforcement program at Shawnee College and then transfer to a 4-year institution to complete a B.S. Degree in Law Enforcement. He had an uncle who lived in Carbondale--so he planned to transfer to SIU-C upon the completion of his two year degree program at Shawnee College.

During the personal interview session held at the May, 1986 Seminar, he stated that his strong point was determination with his weak point being "little things bother me," but that he did not get angry as often as he did. He listed his skills as small engine/car repair, carpentry, farming and

reading.

John lived with his parents whose income was taken into account in determining PELL and ISSC grants eligibility. Therefore, with his part-time income he did not qualify for these grants. Since he was a teenage parent, Parents-Too-Soon and STEP-UP Projects provided the financial resources for John to attend Shawnee College during 1986-87.

During the Fall Semester, 1987, John enrolled in 12 semester hours of course work leading to the Law Enforcement Program Certificate. However, he failed two courses (6 semester hours) and passed the remaining 6 semester hours with grades of B, C. This, in turn, reduced his cumulative grade point average to 1.857 which is below the required 2.0 g.p.a.

During Spring Semester, 1987, John enrolled in 15 Semester hours carrying 6 semester hours in his major field of Law Enforcement. His Spring Semester grade point average was 3.067, bringing his cumulative g.p.a. to 2.576.
He now has accumulated 30 semester hours of college credits.

At the close of the semester, May, 1987 John secured a job at Wal-Mart, Carbondale. He plans to move to Carbondale and complete the Law Enforcment Program at John A. Logan College while continuing his employment.

ID# 03 - TRINA

Trina was a 28 year old white female with two children, ages 8 and 5 years. She married following high school graduation and later divorced. Her employment history centered on various maid/waitress type positions due to the fact that she possessed few vocational skills of higher level beyond the service occupations.

She was referred to the project by her local Department of Public Aid and thus qualified for the PELL and ISSC grants. She was administered the John Holland Self-Directed Search and the Career Assessment Inventory. Personal interview and counseling determined her interest in out-of-door types of occupations. She made her decision to enter Conservation Law Enforcement Program offered at Shawnee College (Game Warden). During the Fall Semester, Trina enrolled in and completed 15 semester hours of course work leading toward completion of the two year program in CLE.

Her grade point average for the Fall Sementer was 2.60 indicating that Trina had the potential to do college level work and had organized her time and energy toward her training program as well as that of single parent.

Trina lived close to her parents and with her children in school during the day, child care was not a problem for her. With her tuition, fees, and books covered by her PELL and ISSC grants, transportation to/from classes at Shawnee College was her remaining financial need. Project staff worked with Project CHANCE personnel and Trina was reimbursed her transportation costs. The central problem (for all eligible CHANCE clients) has been the long period of time before the actual receipt of the funds.

During the May, 1986 Seminar, Trina stated that she thought her strong points were "friendliness, cheerfulness, enjoyed working," and her weak point that "I am not assertive." She considered her highest achievement during the past few years that she was "able to express feelings better." Her spare time was devoted to household and yard chores and horseback riding.

When asked "What makes you think you can commit yourself to one full year of training?" she replied that she was eager to become part of the work force since she had not worked outside the home for the past eight years.

During the Spring Semester, 1987, Trina enrolled in and completed 20 semester hours. This was an exceptionally heavy course load. However, Trina came out with a grade point average of 2.50.

In high school, Trina's academic rank was in what could be termed "low average". She now appears to be mature enough to organize her time and commit herself to complete the two year Conservation Law Enforcement Program. Project staff has assisted her in completing her Financial Aids Application for the FY88 college year. Assuming that Project CHANCE continues, she should have no problem meeting her second year of college expenses and graduating in the Spring of 1988. Trina should enter the work force in her chosen field, Summer, 1988.

D# 04 - TONI

This 33 year old white divorced female with five daughters ranging in age from 7 years to 14 years

was referred by her local Department of Public Aid. She was a high school graduate and had completed the Cosmetology Program at Shawnee College. Her career plan for the next 3-5 years was to train to become a medical technician or record's clerk. She described herself as "dependable, hard working, go-getter, self starter," with her weak point - "not enough education/training to support family."

Her work experience included 5 years as a retail sales clerk. In this position, she operated a TRS computer. She stated that her highest achievements in the past few years were job satisfaction and the pay raises she had received in her retail sales position.

With PELL and ISSC grants to cover tuition, books, fees, Toni pointed out that she did not need child care (her girls were all in school) but would need transportation reimbursement to/from classes at Shawnee College. She felt she could commit herself to at least one full year of training. Since her divorce, she had learned to stand on her own feet and pitch for herself. She further stated that her family would cooperate and help her as needed to complete her training program.

Toni enrolled in the Medical Secretarial Program at Shawnee College. She did not have a telephone--so it was difficult for Project staff to stay in touch with her. Staff contacted her following several absences from class in September. She reported that she had to go to court for child support. Since she was a public aid client, staff requested that she go by the Public Aid Office and sign up for Project CHANCE assistance to cover transportation expenses.

Toni did not attend the October and November Participants' Follow-Up Seminars. It became more difficult to contact Toni. Staff began to relay messages through her mother who owned and operated a local business.

For some reason, unknown and undiscussed with Project staff, the College allowed Toni to drop the Medical Secretary Program and enroll in long distance Truck Driving---she lasted less than one week in this program.

Staff could not find Toni at home--her mother reported that "Toni has too many small children to get ready for school and then get to school

herself. She should wait until her children are older to go back to college."

It appears that schooling at this time was too much for this young adult to handle. She dropped out of college without officially dropping.

Recommendation: Family counseling that will help Toni get control of herself and her family--this size family needs a full time parent!

ID# 05 - LORI

Lori was a white single teen parent who was referred by the local health Department's Parents Too Soon Program. At the age of 21 years with a 13 months old daughter, she wrote the following paragraph relating to her interest in the training project:

> "I want to go to school to become a nurse. I think that this schooling will be good for me. I can get a job in a nursing home or hospital. Because I want to make something of myself."

In order to enter the RN Program at Shawnee College, one must first take the LPN Program as a prerequisite. It was too late to take the LPN test for entrance into the Fall Semester, 1986 class; therefore, Lori enrolled in general studies that would strengthen her English, mathematics, and science knowledge and skills to maintain college level work leading to the RN Program. Her spelling and grammar skills were low. Hopefully, she would be able to pass the next LPN test to enter the following year's program.

Her work experience consisted of nine months as a department store cashier in Tampa, Florida and summer work as a CETA worker in high school.

According to the John Holland Self-Directed Search, Lori's career interests were social service types of occupations.

She considered her highest achievement in the past few years as graduating from high school and raising her baby.

Lori stated that she had good study conditions at home and that her baby sitter lived next door. When asked by the interviewer, "If obstacles occur, do you honestly believe you can overcome them and 'stick through' one year of training, completing all requirements?", she answered, "Yes

- I'm determined."

However, this did not prove to be the case. Each time staff contacted Lori she reported that school was fine and that she was having no difficulties with course work. Her Fall Semester, 1986 grade slip showed that Lori passed 5 semester hours, failed 10 semester hours of her 15 semester hours course load.

Although project staff wanted to believe what each participant told them, they soon learned that the participants were not so truthful when they encountered difficulties--they did not give staff the real reasons and timing proved to be too late for staff to be of much assistance--the assistance after the problems intensified, was too late to be effective.

Staff determined to stay in closer contact with Lori during Spring Semester, 1987. However, during Christmas break, Lori and her baby went to Mississippi to visit her father. They did not return to Southern Illinois.

By taking this escape route, Lori no longer had to face her PTS case worker or Project staff.

A May, 1987 contact revealed that Lori continues to live in Mississippi.

ID# 06 - JOAN

JOAN was a 26 year old divorced white female with two small children, age 8 and 3 years. She was a public aid client and was referred to the Project by her DPA. In October, 1985 she passed her GED examination and received her certificate. Her percentile ranks ranged from a low of 13 in writing skills to a high of 79 in reading skills. Her average standard score was 46.4 indicating that she had the potential, providing she had the committment, to do college level work. However, remedial instruction to improve her writing skills would be helpful.

Her previous work history consisted of maid work in a hotel and laundry clerk in a nursing home.

She stated that her reasons for wanting to participate in the Project were to better herself in education and in a work career. "My goal is to become a teacher's aide and help young adults."

However, after participating in the career exploration and assessment portion of the Project, Joan determined she should enter the cosmetology training program. She had served as a barber to family members.

She considered her highest achievement in the past few years that of getting her GED Certificate. She had dropped out of high school in her senior year to marry.

She stated that she anticipated no problems with her training program--had back up baby sitters (family and friends) and that she possessed good study habits. To keep in good physical condition, Joan stated that she walked 3-5 miles daily and attended weight watchers.

She enrolled in the Cosmetology Program which required attendance from 8 AM to 4 PM (both classroom and clinical phases). However, shortly after it was too late to withdraw without penalty, Joan began to skip classes. Project staff would check with the instructors and when Joan had not been in class would call at her home. She would say that her children were sick or that she was ill. However, she would be found visiting with her neighbors and her children would be out playing--finally she could not be found when staff would call at her house. She had no telephone. She gave her mother's telephone number as contact number. Her mother at first appeared very happy that someone was trying to help Joan become trained so she could get a job. Finally, her mother said, when staff could not locate Joan that "Joan was too nervous to go to school at this time."

From what staff was able to observe, Joan's neighbors, who were not in training--her peer group, possibly had a great influence on Joan's termination of her training program. Joan's tuition, books, fees, transportation to/from classes were covered--therefore, money was not the reason for termination of training.

ID# 07 - TRICA

This young white 28 year old woman was referred to the Project by the Dislocated Worker Program Shawnee College. She had two children, ages 9 and 5 years. She had never moved fron her local county of residence. She was a GED graduate.

In completing her paragraph on career interest and goals, she stated: "I want a good paying

occupation - one in which I can be happy with myself. I have two children to raise and I want the best for them that I am capable of giving. I'm tired of doing nothing with my life and having nothing or going nowhere."

Her ex-husband was a mechanic and had operated a local auto repair shop. She had assisted him in his work and possessed average or above skills in the auto mechanics and small engine repair fields.

She listed her strong points as being "dependable, honest, hard-working, and independent." Her weak point - "taking 'flack' from others."

Outside of the family auto business, she had worked as a waitress, cashier, and assistant manager of a local supermarket. She considered her highest achievement of recent years that of becoming an assistant manager--this position she liked very much; yet, she did not tell staff why she left this position.

She stressed that she spent her spare time out-of-doors, working on motors, etc. She was interested in positions in the mechanical field--fixing things.

Following the vocational testing/assessment and interview sessions, this individual chose long distance truck driving as her training program. Staff pointed out that with two small children to support and raise, this selection might not be wise. When it came time to register in August, 1986, she decided to not continue in the Project. She obtained another waitress position. This person is doing some self-searching and as her children grow older, staff feels that she will be able to put her personal and career goals into a meaningful sequence.

ID# 08 - JANE

A referral from her local Public Aid Department, this young adult stated that her main interests were her "kids and sports". A white 26 year old female with two children, ages 9 and 7 years, graduated from the local high school in 1978 where she had worked as a CETA Summer Youth Worker during the four summers of her high school years. Following high school, she worked for 14 months in the area's State Park as laborer.

Her application to the Project stated: "The

training program seems like a good opportunity for me because I have two children and I can not afford to pay for training on my own. My children are both in school - so I have all day to be in training. I need skills because when I look for jobs with my present skills, the jobs just aren't there."

She listed her strong points as "finishing what I start; strong person." The skills she possessed were "fixing cars, working with my hands."

When asked what she considered her highest achievement in the past few years, she stated, "finishing high school with a baby."

Her selected career training program was auto mechanics.

During the Spring FY86 Seminar, the Financial Aids Application was completed and she was given the required fee for submittal. When registration time came in August, 1986, staff contacted her and was told that she did not submit the Financial Aids Application--she still had the check for the fee--she had " spent the summer playing Little League with her two children."

Following several conferences, staff came to the conclusion that this young lady was not interested in pursuing training at this time. A follow-up contact prior to second semester, 1987 found her in the same mood--no training program at this time.

ID# 09 - IDA

Ida wanted to become a commercial artist. In fact, she was currently enrolled in a correspondence course in art from a Chicago Art School. She was a 23 years old black single mother with a 28 months old son, and a graduate of the local high school.

She stated in her application that "this is a chance for me to make some money on my own and waiting for one month at a time is not what I call money. I want a better life for my son. I need to take care of him a lot better than what I'm doing now. I enrolled in a specialized art course in January but I do not have the money to afforted it."

In the interview session, she stated that she planned to become a commercial artist (billboard

painting, etc.) during the next 3-5 years provided she could find the financial resources.

Her main interests were her child, arts/crafts, drawing, posterboard work, and related art media.

As to need for supportive services--she stated her mother would take care of her child or she would enroll him in the local DCFS approved Child Center.

She decided to enroll in Shawnee College's art program taking basic as well as commercial art courses. However, upon registering, staff found that Ida owed an old college debt when she was previously enrolled and had dropped.

The Project had no provision to pay back college debts. Therefore, Ida dropped from the Project. She was referred to the College Financial Aids Office to ascertain what could be worked out for any future enrollment.

This is an example of a talented young black woman caught in the web of poverty with a young child lack of a role model and need of personal and family counseling.

ID# 10 - KIM

This nineteen year old white female with an eighteen month old daughter was referred by Rural Health, Inc. as having the potential to do college work. She was currently attending GED classes at Shawnee College. The referral agency stated that she was in need of supportive services, particularly counseling, career planning, and development of self-direction for her life.

She was scheduled to take the GED Test in June, 1986.

However, her referral source and project staff were unable to reach this youth following her application submittal. She was not at home when staff made home visits and did not return telephone calls. All attempts to reach her were of no avail.

She stated in her application: "I am a nineteen year old and have a child. I am not married; I have limited income for my daughter and myself. My parents are both handicapped and this does not lend much support to my training. I feel that I can succeed in special education type work, because I have dealt with my parents' handicap

(deafness) all my life. I want to help others. I hope you can help me as much as you can.

ID# 11 - GLENDA

Glenda was referred to the Project by the local Dept. of Children and Family Services as a potential participant in need of self-direction and job placement services. Glenda possessed 67 semester hours of community college credits; was the holder of a State approved Teacher's Aide Certificate, National Guard/Army Reserve Certificate as a financial assistant/supply clerk, and was a member of the Illinois Funeral Directors Association. She was a black female with two children, 17 and 14 years of age. She indicated she needed no supportive services, such as child care or transportation. Her need was tuition and fees.

Her work history included three years with Upjohn Health Services of St. Louis, 3 1/2 years as a ward clerk at the local hospital, 2 1/2 years as a "Big Sister" with the Department of Children and Family Services, 6 years with the National Guard/Army Reserve as Financial Assistance and Supply Clerk.

With this broad background in the health and social services fields, she stated her desire to obtain additional training in the health field, such as medical records clerk or claims adjuster.

However, she did not register for Fall Semester, 1986 training. Staff seldom had a chance to talk with Glenda--she was out, her sister would take a message for her, etc. Her referral agency was unable to locate her --she had moved.

Second Semester, 1987 she registered for one course. Again referral agency and project staff attempted to reach her to no avail.

With her work experience and college training, plus the need for health care workers in the area, this person should have no trouble finding and keeping a job--that is, provided she really wants to work and get off public assistance.

ID# 12 - MARCELLA

This 23 year old black female was referred by her County Department of Public Aid as a person with great potential. She entered the Project with 78 semester hours of college work completed primarily in the secretarial field with emphasis on computer science and medical technician having earned the Nurse Assistant Certificate required by the State

of Illinois. As a single parent she had two children (boys), ages eight and three years. She was a 1980 high school graduate entering community college in the Spring, 1981. She had consistently taken college courses since her 1981 admission into college. Her grade point average (2.548) was good considering the fact that she had failed several courses.

When asked what she planned to do in the next 3-5 years, she stated "Hopefully to be married and have a good paying permanent job to take care of my family."

She described herself as a hard worker, willing to learn, had accomplished some goals with her weak point being "Sometimes I just can't say 'no'."

She considered her highest achievement in the past few years that "I feel good about myself, because I am doing something with my life and setting more and more goals to reach."

During the 1986-87 Project year Marcella continued her secretarial training with computer emphasis. She also held a temporary County Office Clerk position with the Farmers Home Administration (FHA) and the County Agricultural Stabilization and Conservetion Services (ASCS). This on-the-job training was excellent training and provided some very needed financial assistance to support herself and family. She was no longer on Public Aid except for medical assistance.

Marcella did not need child care as the oldest child was in school and her mother cared for her three year old.

This young lady had her career goal well in mind--with her college work and temporary employment. She stated that, "I basically would like to remain in the secretarial field. Upon completion, I will receive my Clerk-Typist, Word Processing Certificates. Also, I will receive my Associate of Applied Science Degree in Medical Secretary."

Marcella's training expenses were covered except for transportation to/from classes. She was not a DPA client; therefore, she was not eligible for assistance from Project CHANCE. The DAVTE Project reimbursed her for transportation costs.

She enrolled in and completed 12 semester hours of

secretarial course work, Spring Semester, 1987. Her accumulative grade point average for 104 semester hours was 2.748.

She is scheduled to take the Federal Civil Service Tests applicable to FHA and ASCS. She hopes to continue as a full-time employee of FHA and ASCS. These agencies now occupy the same facility which should accommodate working for both agencies; even on a part-time basis.

Project staff believe that Marcella will be able to sustain her non-subsidized employment status.

ID# 13 - ELLA

Ella was a black female, 23 years of age, with three small children--ages 5, 2, and 8 months upon entry into the program. She had received her GED Certificate in the Spring of 1986. She was referred by the local Department of Public Aid.

Her total standard scores on the GED Test were 236 (225 is required for passing). She had a 57 percentile rank in reading skills with her lowest percentile score being 17 in mathematics. Reading was her major past-time or hobby; undoubtedly, this hobby helped achieve the 57 percentile in reading skills.

Her most likely vocational/career options according to the John Holland Self-Directed Search were in the social services area - health, teaching, community services, etc.

In the interview during the initial seminar held in May, 1986, she stated she planned to go to school during the next few years and train in the health field. She described herself as dependable and honest with her highest achievement in the past few years - "made up my mind to do something with my life."

Leaving high school with a young child, she became a homemaker and had never worked at a paying job; nor had she looked for work since her first pregnancy.

She felt she could commit herself to the one full year of training offered by the Project and collaborating agencies because she really wanted to go to school and work in the health field. She had previously taken some training as a nurse assistant at the local Regional Adult Education Center.

When asked to write one or two paragraphs why she was interested in participating in the project, explain her career or training goal, and why she believed she personally could commit one full academic year in training and complete her selected program, she wrote:

"I'm 23 year old and have never worked outside the home. I think that it is time for me to stop depending on someone else to take care of me and try making a living for myself. I really want to work. I have started by getting my GED. I can and will commit myself for a full year or more if necessary. I would like to be a nurse aide. If I can do this, I do wish to try for LPN. So, this would be a great start for me if I could get into this program. Thank you."

Fall Semester, 1986, Ella enrolled in and completed 12 semester hours of course work in the social service field. Her g.p.a. was 2.50. Spring Semester, 1987, she enrolled in 12 semester hours and completed nine semester hours. Her overall g.p.a. at the close of the Project was 2.00. During Spring Semester, she passed the LPN examination for entrance into the LPN Program in Fall, 1987.
Project staff assisted Ella in completing her FY88 Financial Aids Application. She plans to enroll in the LPN Program for Fall, 1987. She is now aware of the financial resources available in the area to complete LPN and then proceed toward the ADN Degree. Her career path is well defined.

ID# 14 - POLLY

This 38 year old white divorced female with two teenage children, ages 17 and 18 years, was referred to the Project by her local Department of Public Aid. She had passed her GED examination in December, 1984 with some outstanding percentile ranks - 70 (writing skills), 49 (Social Studies) 51 (science), 81 (reading skills), and 53 (mathematics). This served as a good indicator that Polly had the potential to do college level work and complete the career training program of her choice.

She stated in her application, "I am interested in this training program, because I am divorced, living off the State--simply because there are no jobs available for a person who is untrained. I do not have the money myself to pay for any training, so I would greatly appreciate a chance to become self-supportive for myself and my two

kids that are still at home. I would like to get back a little of my self respect instead of depending on the State for my upkeep. If I am chosen for this program, I will be forever grateful. It would be an answer to a long time prayer."

Her previous work experience consisted of seven years as a clerk-cashier at two major department stores.

Polly described herself as "down-to-earth, determined, honest with her strong point being persistence--weak point being letting others get their way."

Her plans for the next 3-5 years included completing her training program, finding a job, and getting a home. She considered her highest achievement in the past few years that of holding her family together during difficulties.

She was interested in training in the food technology and/or the health fields. Her long term goal was to manage/operate a senior citizens center or a nursing home.

Polly received PELL and ISSC grants to cover her tuition and fees. She made the extra effort to go to Carbondale and apply for financial assistance at New Opportunities, Inc. This project awarded her some $304 travel reimbursement. The Project reimbursed the remainder of her travel costs since her total family income with PELL and ISSC exceeded Public Aid regulations.

Polly enrolled in the one year Food Technology Program. She passed her Fall Semster courses with a GPA of 3.25 and continued on for the Spring Semester, 1987. She appeared to have a deep committment to upgrade herself.

During Spring Semester, 1987, a member of her family was killed in an auto accident--this disruptive event caused Polly to miss some classes and her g.p.a. fell slightly. She completed her Internship Program in June, 1987 and graduated with the Food Technology Certificate. She is currently applying for positions with several agencies and should be successful. Project staff will monitor and assist with placement services as needed.

ID# 15 - SARAH

This 35 year old black widow with three children, ages 14, 6, and 2 years, considered her highest achievement in the past few years "working with my children, helping them to achieve in school." Her career plan for the next 3-5 years was to own her own beauty salon and become very successful.

Her employment history included two years as a mental health outreach worker, two years as a teacher's aide, and one year as part-time aerobic teacher for the local community college's Division of Continuing Education.

Since high school graduation, Sarah had completed the Associate of Applied Science Degree at Shawnee College where she received the honor of inclusion in _Who's Who in American Junior Colleges_ in 1977. This indicated Sarah had the potential to accomplish the career path of her choice. She was committed to cosmetology, stating, "Becoming a cosmetologist will enable me to be more independent. I am a widow and receive Social Security benefits--but when my 14 year old daughter becomes 16 years of age, benefits will be reduced, leaving my children and myself with half the income we now have. So, you can see that it is very important to us that I prepare myself for the future that we must face."

Sarah received the PELL and Illinois State Scholarship Commission (ISSC) grants which covered her tuition, books, and fees. Since she was not a Public Aid client, she was not eligible for Project CHANCE financial assistance to cover her transportation to/from classes at Shawnee College. Therefore, the Project reimbursed her a nominal daily fee for transportation expenses.

Sarah made B's in her training program for Fall Semester, 1986. During the Spring Semester, 1987 in addition to the Cosmetology course work, she enrolled in the Special Life Skill Course (PSD150) which Shawnee College and Project Collaborators established as a one-hour forum for problem solving, time management, stress management, networking, etc. Staff had to "prod" her to attend regularly--feeling that she had much to offer the younger single parents. Her stubbornness which she listed as her weak point upon entry into the Project appeared. She possessed the ability to rationalize and give pausible excuses for her behavior. Some frank discussions appeared to improve this behavior pattern.

She completed Spring Semester with a 3.000 grade point average. Her overall g.p.a. was 2.677. In order to complete the required clinical hours required for cosmetology in Illinois, Sarah had to enroll in the Summer, 1987 Cosmotology Program for June and July. She completed her program in July, 1987 and has made arrangements to go into business with a currently successful cosmetologist. Sarah plans to take specialty courses to become a hair stylist.

Sarah has sufficient work experience and training (101 semester hours) to cope in the workplace. Staff predict that she will attain her goal - "to own my own beauty salon and become very successful."

ID# 16 - DORA

This 30 year old white female, with two children, ages 9 and 3 years, attended GED classes at the Regional Adult Education Center in her hometown during the Spring of 1986 and passed her GED examination in May, 1986. She was on public aid and was referred to the Project by her adult education instructor who felt she needed the financial/supportive services/counseling that the Project and its collaborating agencies would provide. She left high school at the age of 17 years. Her previous work experience included working in a bakery, drive-in restaurant, and a department store. She had not worked or looked for work in the past 12 years.

Her successful experience in obtaining her GED gave her confidence and determination to continue her formal education; however, this would not be possible without financial assistance. The Project assisted her in applying for the PELL and Illinois State Scholarship Commission (ISSC) financial aid which she received during the Project's field test year of 1986-87. In addition, the supportive services of child care and transportation to/from classes were provided by Project CHANCE and the Regional Pre-Kindergarten "at risk" Program. Finding time to study after a full day of classes and time for "her boys" were major problems--but Dora as she said "is a survivor." Paying bills and keeping her car in repair to make the trips to/from Shawnee College also plagued her. Waiting for the reimbursement for supportive services was troublesome. (Reimbursements are always after the costs are incurred.)

She chose Conservation Law Enforcement as her area of training. She preferred outdoor work and this program appeared to fullfill her training needs. It is a two year program--the Project assisted her in securing her PELL and ISSC grants for the second year. If Project CHANCE is funded for FY88, Dora will make it through the two year program.

Her grades for the first semester were very good--A's, B's, and a C. So, as time went by, Dora began to feel a lot better about herself. Luckily, when she had a problem, she would talk it over with Project staff and together solutions were found. Fortunately, she had a sister who gave her a lot of support.

For Spring Semester, 1987, Dora enrolled in and completed 20 semester hours of course work (a heavy load). Her grades again were A's, B's, and C's. She, thus, accumulated 35 semester hours on her training program in one year with a cumulative g.p.a. of 2.886.

During the first part of the second semester of her college career, she remarked, "The Project has given me a chance to prove myself. It is still very hard but I feel a lot better about myself. I want a life that I can be the main source of income and be able to support myself and my boys."

"When I look into the mirror I do like myself a lot more than I used to. My life is still messed up in some ways, but things will straighten out someday.

Project collaborators believe strongly that Dora possesses the motivation and committment to complete her chosen two-year program in Conservation Law Enforcement. She should be prepared to enter the workforce in the summer of 1988.

ID# 17 - NELL

As a young black high school student, Nell requested to graduate at the end of seven semesters of schooling. Having the required Carnegie units, the high school allowed her to graduate in December, 1979. She immediately enrolled Shawnee College for the Spring Semester.

However, she failed all 12 semester hours of courses work. She then enrolled for one course

during the Summer Term, 1980 and made a B's grade. She did not return to college until the Fall Term, 1984, continuing for the Spring, Summer, and Fall Semesters of 1985. During this period of time her grade point average rose considerably --making A's, B's, C's, and one failing grade.

In September, 1985, having the required 30 semester hours of college work, Nell made application and received approval by the Illinois State Board of Education as a teacher's aide.

This attractive young lady had no previous work experience. She was referred to the Project by her local Department of Public Aid as having the potential to carry college work and in need of career counseling and job preparation skills development. At the May, 1986 Participants' Seminar, Nell indicated an interest for continuing training in the social services field. She stated that she would like to secure employment as a teacher's aide and eventually return to college and complete her Bachelor's Degree in Elementary Education. However, she had made no effort to apply for any teacher's aide position vacancies in the local school districts.

Nell made the Dean's List for one semester at Shawnee College. She considered this her highest achievement in the past few years.

In addition to an interest in employment as a teacher's aide, she stated she was interested in community health aide and youth worker. She preferred working with youth.

She enrolled for the Fall Semester, 1986 as a Project participant. However, in November, 1986, she dropped two of her four courses. Each time Project staff contacted her, she stated everything was fine. She never reported dropping courses. Project staff maintained a close relationship with the college admissions and financial aids personnel. Staff learned of the dropped courses some two weeks after the instructors dropped her from class rosters. Staff never had a chance to counsel Nell prior to dropping courses or to learn that she had suddenly appeared to lose interest and motivation in continuing her training program.

When contacted for the Second Semester, 1987, Nell would only say that she had decided not to continue in the program.

Staff also learned from college personnel that PELL and ISSC would not honor her tuition, books, and fees for Fall Semester, 1986 due to the fact that she was delinquent on her student loan. Staff was not aware that she had a student loan. Therefore, the Project paid for her Fall Semester, 1986 tuition and books.

This young woman has sufficient training in the social services field to enter the workforce. She appears to need career counseling but is not currently ready to accept counseling and job placement services in order to secure that initial job. Project staff and related agencies could have provided these services had Nell agreed to continue as a participant in the Project.

ID# 18 - RHODA

This young black adult of 29 years possessed a B.S. Degree in Social Work from Lambert College but had been unable to find employment in her field due to her lack of experience. She had held several part-time jobs, such as substitute teacher in her local school district, manufacturing plant employee, motel maid, and field work which she had done since her youth. Her GPA was C+. She stated she really wanted to work with clients in her chosen field of social work.

This individual referred herself to the Project by answering the news release in her local paper. She was the first respondent to the Project.

As a public aid recipient, she completed her data sheet with "I am just existing right now; I haven't found my place yet - sad to say I know but ....."

She had a five year old son who attended kindergarten.

She listed her strong points as "hard worker and I finish all jobs assigned to me" - Her weak point was "I lack confidence in myself."

She considered her highest achievement in the past few years as "being good at whatever I take on."

The positions she was interested in were of the social services group, such as community health, mental health, and teacher's aide if her local schools became more financially able to add back the staff they had reduced in recent years.

In committing herself to the training program, she stated, "I need to prepare myself in a different or related field or be able to find a position with the social services skills I possess."

When asked to write one or two paragraphs stating her interest in this training project, explain her career or training goal, and why she believed she personally could commit one or more years in training and graduate (complete) her selected program, she wrote:

"I am interested in this training project because the present status of my life's career and training goal appears dead and undetermined. Hopefully, one year dedication will give me the ability to have more self-confidence as to how to turn failures into accomplishments. Next, I am in hope that the project will offer skills that will enable me to bring forth at least one or more skills that are inside me. I feel that I am a "jack of all trades but master of none."

However, August, 1986, when it was time to register at Shawnee College, this participant decided to not register but to continue in the Project for counseling and job placement services.

Staff held several sessions with her, centering on her skills and strong points. An abbreviated job preparation and survival skills program was conducted. Several job openings were located and she was referred. She obtained a position as aide in a local nursing facility. Hopefully, this young person will be able to career upward--she deserved much more as she gains self-confidence and ability to portray her strengths.

ID# 19 - LYNN

Lynn was a 28 year old white female - divorced with a five year old daughter enrolled in kindergarten. She had completed 2 1/2 years of college work at St. Edward's University, Austin, Texas toward a B.S. Degree in Social Work. Since divorcing and returning to Southern Illinois to be near her family, Lynn had completed course work at Shawnee College receiving her Teacher's Aide Certificate, Small Engine Repair Certificate, and Associate of Applied Science in Social Service Technology. Currently, she had 141 semester hours of college work. Her grade point average was 3.00 out of 4.00. Being within one year of her B.S. Degree in Social Work, Lynn's career goal was to complete her B.S. Degree in Social Work at SIU-C.

This appeared to be the most intelligent career choice for Lynn.

She possessed a variety of work experiences: volunteer teacher's aide to handicapped children, department store cashier, museum tour guide, amusement park games attendant, library assistant, and nature camp instructor.

She passed the State Personnel Test for Mental Health Technician Trainee I in January, 1986 with a grade of A. It is apparent from the foregoing that this person is industrious and is trying to get her career directions on target in the social services field.

Project staff assisted Lynn in receiving her PELL and ISSC Grants. She moved her family to Carbondale to be near the University and its resources and remove the long trip to/from her home to Carbondale. Her daughter began first grade in the Carbondale local school system.

She enrolled in 31 semester hours of courses work during FY87 and completed 31 semester hours. Her grades ranged from A's to C's--thus, she continued to be a better than average college student. At the close of the FY87 academic year, she lacked only the social work internship to complete her B.S. Degree in Social Work. Arrangements have been completed for her to serve this internship with Southern Seven Health Department - Parents Too Soon Program during the Fall Semester, 1987.

During Spring Semester, 1987 she secured part-time employment in a local fast food chain. She plans to move back to the Southern Seven Health Department service area this Fall to stay within her financial resources which includes a FY88 PELL grant. Project staff provided technical assistance only to this participant during FY87.

Hard work and committment to established priorities are paying off for this participant. It is our projection that she will soon leave the public welfare roll and enter the workforce as a highly trained worker in her chosen field. Staff predict that Lynn will enter the workforce approximately January, 1988.

ID# 20 - CRYSTAL

This 33 years old white female with three daughters, ages 15, 11, and 7 dropped out of high school in the tenth grade. She stated that she

had seen many hard times and failures. She had recently received her GED Certificate. She was referred to the Project by her local Public Aid Office. She had completed the Shawnee College course for EMT.

She indicated her strong point as "stubborn, determined, does not like to fail" and her weak point as "lack of confidence."

Her work history included nursing home attendant, CETA outreach worker, circuit breaker worker for the local Treasurer's Office and waitress.

Crystal considered her highest achievement in the past few years to be "raising my kids to be decent kids."

Following career assessment, her career interests centered around the health field--nurse assistant, medical records, and eventually nursing. She believed she could coincide her studying with that of her children.

On her Application, she wrote the following regarding her career interests:

> "I am interested in nursing or related areas of the health field. I have my EMT license, but haven't been able to get work or keep up with the in-service sessions to keep my license - it will expire in July, 1986. I've always enjoyed working and being around people, especially the elderly."

Crystal enrolled in Nurse Assistant and EMT for Fall, 1987. Shawnee College Financial Aids Officer notified her that PELL did not cover nurse assistant. Project staff contacted the local JTPA Education Officer and was told there was a surplus of nurse assistants already trained in this area. Therefore, staff attempted to get Crystal to register for other courses that would help her to get into the next LPN class - it being too late to take the test and get into the Fall, 1987 LPN class - all training slots were taken.

This participant did not have a car; therefore, transportation to/from classes turned out to be impossible. Arranging for another student to transport her did not bring results due to the fact that this student dropped out of training.

Staff maintained contact with this participant during the FY87 year. She took the LPN examination in April, 1987 and passed it. Staff further assisted her with the Financial Aids Application for FY88 and referred her to Project CHANCE personnel. She will enter the Fall LPN training program at Shawnee College.

This participant continues to need encouragement, self-confidence building, and committment to career priority--hopefully, she is now on track. Project staff will provide follow-up services in August, 1987 to assist in overcoming any difficulty that Crystal may encounter.

ID# 21 - CARMEN

Carmen was referred by her local Department of Public Aid. She was a 36 year old white female with two children, ages 16 and 15. She had 75 college semester hours at Shawnee College which included one year completing the LPN Program and had been accepted into the ADN Program for FAll Semester, 1987. She possessed the LPN Certificate (January, 1987) and the EMT Certificate (December, 1986).

Her work experience included three years as an EMT for the local County Ambulance Service and one year as a cook/waitress/manager for a local cafe.

She was a high school dropout. In 1983 she took the GED review courses and passed the GED examination with an average standard score of 51. An average standard score of 45 is required for passing. Her reading skills received an 81 percentile rank when compared nation-wide for adults taking this test. Her accumulative grade point average upon entry into the Project was 2.75 which indicated she had successfully made the transition from homemaker to college student.

Carmen had made application for PELL, ISSC and JTPA financial assistance. She was aware of the financial resources existant in the area for college students -- thus, was of great assistance to many Project participants throughout the FY87 program year. She knew the location of the various offices, their requirements, etc. and passed this information along to her colleagues in the Project.

Carmen needed one math class to enter the ADN Program in the Fall, 1987. Staff was able to secure tuition for this summer class from JTPA.

In her interview session, she gave her strong point as "having built up self-confience, I know I can do anything." Her weak point was stated as "I worry about finances, especially to get things for my kids."

This student received financial assistance from the following sources: JTPA, PELL, ISSC, New Opportunities, Project CHANCE and the Project.

The Director of Nursing praised Carmen's progress and ability to solve problems/overcome great obstacles (former alcoholic).

In addition to her ADN course load Carman enrolled and completed the Life Skills Seminar during Spring Semester and served as a role model for several students. Having overcome great difficulties in her own life, she had the ability to lift spirits and build self-confidence and persistence. Every special population, such as single parents/homemakers, needs this type of student to spur others on to higher accomplishments.

Carmen graduated with a ADN Degree in May, 1987 with a cumulative grade point average of 2.644 (102 semester hours). She started work at St. Francis Hospital, Cape Girardeau, MO. on June 8, 1987 with an RN pay of $8.50 per hour.

ID# 22 - CARRIE

This participant was an 18 year old 1987 high school black graduate with one child. She was referred to the Project by Southern Seven Health Department - Parent Too Soon Program. She stated in her application that "I feel this program will be a great help to me. It will also make me wiser in making my future decisions. I hope to be selected and in doing so I will give all to the program."

The High School Counselor said that she was capable of doing college level work provided she "settled down" and established college as her first priority. The Counselor further reported that she was interested in the health field - had taken the LPN examination at Shawnee College but had failed the test. She then took the LPN examination at Sikeston Vocational Area Center and passed it.

For some time during September, 1987, staff was

unable to reach her. Parents Too Soon had lost track of her believing she was in school in Evansville, Indiana. Finally, staff got in touch with her parents who reported she was in SIU-Edwardsville and was doing fine. Shortly thereafter, PTS had a call from her mother who advised us that she was having trouble getting her tuition paid. She had applied and received the PELL and ISSC grants. Staff could not get an answer at the telephone number that her mother gave us - so a letter was forwarded to her at Edwardsville. Staff shortly received a letter from her stating that she needed assistance and a telephone number where she could be reached. Several conversations revealed that she was requesting money for Winter Quarter book fees even though she had not yet registered for Winter Quarter. Staff informed her that the Project had to have in hand a bill from the University identifying book fees before any payment could be made. She had a part-time job in a local nursing home; informed us that she was trying to get another job so she could buy a car. Staff informed her of the dangers of too many hours of work and not sufficient study time.

During Christmas break, an SOS came in from this participant telling of her financial problems. The University would not allow her to register for Winter Quarter, 1987 without paying her University housing bill. A meeting of Project Collaborators was held and options were developed for this student--straighten up her bills on a payment schedule or formally withdraw from SIU-Edwardsville and return to live with her family who was keeping her child and attend Shawnee College for Spring Semester, 1987.

After repeated telephone contacts with University Financial Aids and Registration, Staff followed up to ascertain that she was formally dropped since she had signed up for courses, Winter Quarter, at SIU-Edwardsville.

She had completed 14 semester hours of course work during Fall Quarter, 1986. Going through the withdrawal procedure assured that she would not receive "F's" for the Winter Quarter courses she had registered to complete.

This participant chose to return to Southern Illinois and attend Shawnee College, Spring Semester, 1987. Staff assisted in the transfer of her PELL and ISSC grants to Shawnee College.

Arrangements were completed for her Shawnee College registration in the health field plus enrollment in the Special Life Skills one-semester hour course for participants taught by Project Collaborators. She enrolled in and completed 12 semester hours with a cumulative g.p.a. of 2.333.

She took the LPN examination during Spring Semester and passed. Assistance was provided in filing her Financial Aids Application for FY88. Numerous counseling/contact sessions were provided this participant. Hopefully, she has experienced sufficient rough experiences to stay on target and complete a career in her chosen field of health - eventually leading to the RN degree. Continuing to live at home with her parents and child while pursuing her career goal to become a RN should provide this single teenage parent with the stability and family counseling needed.

Characteristics of the Participants

By age, the participant group ranged from eighteen (18) to thirty-eight (38) years. There were only four teenage parents due to the low number of respondents from this age group. However, there were no apparent barriers or inhibitions to such a range of ages. The older single parents were able to offer assistance to the younger members of the group and a special "big sister" relationship was evidenced. Only one (1) male single parent participated in the Project.

Also, various degrees of experience and expertise of the older group members added a "helping" atmosphere to the seminars and the one-semester hour Life Skills course. This was noticeable in completing application forms, advise on training programs, parenting information, and institution/agency procedures. Therefore, there were benefits from having a group of varying age range.

One of the most serious issues observed in all age ranges was a desperate lack of parenting skills. Coupled with divorce issues, such as fathers threatening to take children away from mothers for non-valid reasons, or pitting children against mothers, the majority of the group was seen to be in dire need of parenting and interpersonal relationship education. The spin off from such situations is the fact that children are caught in the middle of an extremely stressful environment. The relationship of such negative stressors to teenage pregnancy and other problems is well documented. It was noted that several of the older single parents in the group had been teenage parents. Thus, the cycle perpetuates itself. Attending to these identified needs is crucial to breaking the cycle.

A large number of the participants expressed lacking self-confidence and having a poor self image. This was affirmed from application data, a self inventory, and from open discussion and observation. Communication skills were poor. Many had difficulty putting their thoughts in written form.

Upon entry into the Project, most participants had little awareness of area resources (financial and technical) for which they could quality. Thus, they were quite unaware of the various processes to go after and secure the appropriate resources, e.g. child care, transportation, tuition, books, fees, training program courses/requirements, tutorial assistance, etc.

Participants were extremely fragile to various

pressures, e.g. boyfriends' advice (often negative and destructuve), peer pressures to partying, family pressures and advice, etc. which were not always conducive to staying in school.

Most of the participants possessed limited views as to career options. Most exhibited low aspirational career goals, being especially restrictive because of a fear of leaving their immediate area and friends for training. With the exception of one (1) male participant, all were females and most were oriented to traditional careers. Re-enforcing the foregoing was the fact that most had no role-models to help them get on track to a viable career and positive lifestyle.

As public aid clients, the participants possessed no excess cash. Therefore, it was necessary to teach budgeting strategies and basic economical measures. They had few positive past experiences - so new skills had to be introduced and practiced.

With their limited nutritional knowledge and food budgets, it was important to stress good nutritional habits for participants and their children.

Their job seeking skills were poor to non-existant. They were in need of instruction and role-playing to promote self-care, grooming/dress, interview, resume, communication skills, where to find jobs, etc.

This targeted group of single parents/homemakers were unaccustomed to dealing with the bureaucratic system --thus, they were easily thwarted and discouraged. Assistance was needed toward developing perseverence and self actualization to deal with the many obstacles and barriers, e.g. information obtained was sometimes incomplete, inaccurate and inappropriate to meet their individual needs. Participants were often overwhelmed with the situation and, therefore, it was easy to give up and take "wrong answers" as valid.

Findings

1) Single parents/homemakers have difficuly in making career decisions. Exposure to career options is a new experience for them. They need time and someone to "talk through" career options matching their interests with employment needs of the workplace as well as advantages of making a career committment and pursuit of a career training program of 1-2 years in length--possibly leading to advanced training accompanying even greater financial and personal rewards toward support of self and children.

2) Economic environment and peer group can act as a deterrent to an individual who is trying to "pull up and out" and who fears the unknown. Clients receiving public assistance appear to be caught in this web.

3) Single parents/homemakers often do not communicate problems/issues to advocacy agencies, such as this project, even after repetitive announcements to do so, until problem(s) become severe (dropped classes or entire program). Other participants are often the best source of information. The participant then gives other reasons/scapegoats for his/her behavior or actions.

4) Single parents/homemakers families are families under great pressure (stress) and need outside help to solve their problems. Economic insecurity, social isolation, lack of consensus on child-rearing goals, new social roles, and the responsibilities brought on by teenage parenthood are modern problems today's families must face. These parents need more support than ever before in trying to solve their problems and raise their children well.

5) Financial planning and budget management are <u>necessities</u> for single parents/homemakers--most are on public assistance programs and possess no excess cash. Transportation (gas, car repairs, insurance) and child care costs are incurred daily. However, special programs, such as Project CHANCE, JTPA, and this Project reimburse after the fact. Most of the participants had little, or no, credit ratings. Reimbursement claims are submitted every two weeks or <u>once</u> each month. The participant receives the check approximately one to two weeks following submittal. Therefore, the time lapse can be as much as five to six weeks follwing the date of the first bill.

6) When single parents/homemakers decide to drop classes - they <u>drop</u> without going through the

institution's formal withdrawal procedures. This results in grades of "F" causing the individual's GPA to drastically fall! Upon re-enrollment, the student must make higher grades than previously in order to bring up the low GPA and remain in school.

7) Participants were so occupied in meeting every-day problems that they literally had no time to think and set future goals for themselves in regard to career and positive lifestyles. Therefore, a formal program, such as the Life Skills Seminar, meeting once each week, must be constructed to provide practice in identifying and setting goals which are realistic and obtainable. Emphasizing the need for small steps and the building process toward long range goals are imperative.

8) Money was scarce but it was not the biggest problem. Collaborators and area agencies were able to identify and coordinate financial and related supportive resources in the area. It was necessary to provide intense individual advocacy/counseling and supportive follow-through in order for each single parent/homemaker to remain in and complete one full year of training. Having accomplished one full year of training successfully, participants in training programs of two years, such as Conservation Law Enforcement, appear to have the experience base and self-confidence to complete, graduate, and enter the workforce.

Summary and Recommendations

It is highly recommended that this high risk group have ongoing self-help support groups. This is seen as an essential component in helping move single parents/homemakers toward successful completion of training and securing initial jobs. Job placement skills are needed due to the fact that most participants have been out of the workforce for many years or have never been in the paid workforce.

In view of the fact that so few teenage parents responded to this project, it may be that a certain degree of maturity and experience is needed for awareness and commitment to such a training program of at least one year in duration.

Younger teenage parents may not yet have this maturity or realization of their future destiny. To meet the needs of younger teenage parents, the Statewide Network of Comprehensive Alternative Education Programs is a viable option. It is recommended that programs that dove-tail with Vocational Education for Employment Systems assist in getting youth and teenage parents on track with preliminary career goal awareness and life management skills. Experience and maturity could be gained through early participation of "at risk" youth in alternative programs. Through cooperation and networking, participants might be more prepared to take on the responsibility and commitment of a more rigorous career training program later. This coordinated effort should promote optimal and successful completion of training for employment for young single parents and promote advancement into more rewarding careers and positive lifestyles.

Approximately four thousand dollars ($4,000) were expended by this project for approvable participant expenses under the provisions of the Carl D. Perkins Vocational Education Act. The remaining participant eligible expenses were provided by area agencies which possessed the financial resources to target single parents/homemakers. The Collaborators of this Project established the agency network and served as ombudspersons for a pilot group of single parents/homemakers in the five county region during FY87.

This Project demonstrates that agencies on a regional level can work together to provide training opportunities/supportive services by sharing their resources and technical assistance. However, barriers appear and reappear due to lack of or time for understandings. Turf problems are often difficult to surmount. Only through continuing efforts can regional collaborative programs survive--but, the programs/services are worth

the extra mile--especially for single parents/homemakers who are already frustrated with red tape in dealing with several bureaucracies with varying rules and regulations.

In addition, this Project demonstrates that financial resources are available in the five county region of Southern Illinois to support training programs/supportive services for single parents/homemakers and their children. These services desperately need to be tied together into a meaningful delivery system. Interagency working relationships where services to targeted clients overlap need to be strengthened. It is recommended that regional program administrators meet monthly or as needed to assure that targeted participants are being served in a meaningful and non-stressful manner.

This study strongly emphasizes the need for a central advocacy service (minimum of one trained worker) to serve as ombudsperson to single parents/homemakers in the southern five counties of Illinois.

It is further recommended that this ombudsperson advocacy effort be continued through the Education for Employoment System (e.g. Special Needs Coordinator Services) as established and approved by the Department of Adult, Vocational and Technical Education, State Board of Education, in collaboration with Parents Too Soon Initiatives, Illinois Caucus for Teenage Pregnancy, and other social services agencies as identified by this Project.

APPENDIX

PROPOSAL ABSTRACT

TITLE: Phase I - Rural Planning Delivery System Providing Marketable Skills/Supportive Services to Single Parents/Homemakers

PRINCIPAL INVESTIGATOR(S): Dr. Grace Duff with Representatives of Participating Providers (Southern Seven Health Department, Parents-Too-Soon, Ill. Caucus on Teenage Pregnancy, and Southern Illinois University-School of Technical Careers)

INSTITUTION: Regional Superintendent of Schools (Alexander/Johnson/Massac/Pulaski/and Union Counties)

LOCATION: Regional Superintendent of Schools Project Office, 1000 North Main Street-Barnes Hall, Anna, Illinois 62906

OBJECTIVE: To design and implement Phase I of a model delivery system to provide marketable skills and supportive services as identified for 16-20 single parents and/or homemakers resident to the southern five counties of Illinois.

PROCEDURES:

1) Design/develop the assessment procedures including criteria from which a pool of 16-20 single parents/homemakers will be selected to begin education for employment programs (above minimum wage level scale) in FY87.

2) Identify and establish a resources and Advisory Committee consisting of education for employment and related supportive services providers operating in the five-county region.

3) Identify the education for employment programs and related supportive programs currently available in the five-county and regional area.

4) Develop/adapt a Job Preparation and Survival Skills Development Program and Family Life Education Program to service the targeted sinle parent/homemaker clients.

5) Make final selection of the 16-20 single parents/homemakers who will receive the Job Preparation/Survival Skills Development and Family Life Education Programs in preparation for FY87 Education for Employment Programs.

6) Conduct the Job Preparation/Survival Skills Development and Family Life Education Programs for the selected clients.

7) Build an Education for Employment and Related Supportive Services (Individual Action Plan for Employment) for each single parent/homemaker enrolled in the project.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL/TECHNICAL EDUCATION:

This project is designed to assist single teen/adult parents and displaced homemakers in acquiring marketable skills to enhance their employability in above minimum wage level occupations. It will further identify means of making vocational education more accessible to this special population in Southern Illinois.

PRODUCTS TO BE DELIVERED: A final report and requested number of copies of the Model will be delivered to SBE/DAVTE by June 30, 1986.

School Year 1986-87

DAVTE MARKETABLE SKILLS PROJECT FOR SINGLE PARENTS
Training Program Attendance Record for Reimbursement

CLASSES (list below) WEEK OF / /	DAYS ATTENDED (circle each)	INSTRUCTOR'S SIGNATURE
	M T W TH F S	
	M T W TH F S	
	M T W TH F S	
	M T W TH F S	
	M T W TH F S	

CLASSES (list below) WEEK OF / /	DAYS ATTENDED (circle each)	INSTRUCTOR'S SIGNATURE
	M T W TH F S	
	M T W TH F S	
	M T W TH F S	
	M T W TH F S	
	M T W TH F S	

CERTIFICATION: Under penalty for false information, I attest that the above information is a complete and accurate statement.

PARTICIPANT'S SIGNATURE: _____

ADDRESS: _____

_____

SOCIAL SECURITY #: _____

DATE: _____

When each two week period is completed, please send to:

Regional Supt. of Schools Project
Office, 1000 North Main St.,
Anna, Illinois 62906
Attention: Grace Duff

Your reimbursement check will then be prepared and forwarded to you.